

## 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

### U.S. Department of Education

#### Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Michelle Fuller

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bob Callies Elementary School

(As it should appear in the official records)

School Mailing Address 205 2<sup>nd</sup> Avenue NE, PO Box 369

(If address is P.O. Box, also include street address)

Garrison

City

ND

State

58564-0369

Zip Code+4 (9 digits total)

County McLean

School Code Number 28-051-0990

Telephone ( 701 ) 463-2213 Fax ( 701 ) 463-2214

Website/URL \_\_\_\_\_ E-mail michelle.fuller@sendit.nodak.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent Mr. Steve Brannan

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garrison Public Schools Tel. (701) 463-2818

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. John Haugen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
  - 1   Elementary schools
  - 0   Middle schools
  - 1   Junior high schools
  - 1   High schools
  - Other
  - 3   TOTAL
2. District Per Pupil Expenditure:     \$6212      
 Average State Per Pupil Expenditure:     \$6383

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - ☐ Urban or large central city
  - ☐ Suburban school with characteristics typical of an urban area
  - ☐ Suburban
  - ☐ Small city or town in a rural area
  - ☒ Rural
4.   2   Number of years the principal has been in her/his position at this school.  
  1   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	13	24	7			
K	7	16	23	8			
1	8	11	19	9			
2	9	19	28	10			
3	19	9	28	11			
4	10	8	18	12			
5	10	6	16	Other			
6	12	22	34				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				166

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 88% White  
0% Black or African American  
1% Hispanic or Latino  
0% Asian/Pacific Islander  
11% American Indian/Alaskan Native  
**100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	166
(5)	Subtotal in row (3) divided by total in row (4)	0.066
(6)	Amount in row (5) multiplied by 100	6.66

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: English
9. Students eligible for free/reduced-priced meals: 47%  
 Total number students who qualify: 74

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 19 %  
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>7</u>
Paraprofessionals	<u>7</u>	<u>2</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>23</u>	<u>11</u>

12. Average school student-“classroom teacher” ratio: 18

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	96%
Daily teacher attendance	95%	95%	95%
Teacher turnover rate	6%	12%	0%

## PART III - SUMMARY

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Upon walking into Bob Callies Elementary School, one feels a sense of comfort and acceptance. The walls were recently painted a light blue with bright blocks of color up and down the hallways. A friendly secretary, custodian, or other staff member is quick to smile in greeting, asking how they may be of help. One may smell the wonderful aromas of breakfast being served or lunch being prepared on-site by competent hands in the kitchen. The sound of a telephone ringing may be heard in the distance, as children are singing, playing instruments, or actively engaged in a classroom activity. Silence is unusual here, but the sounds of learning are all around.

Bob Callies Elementary School in Garrison, North Dakota, is an elementary school housed separately from the junior high and high school building. We include preschool through grade six in our school. “The mission of the Garrison Public School District is to provide opportunities and experiences which assist students in reaching their potential to become productive and responsible citizens.” We are proud of our students and their accomplishments, and our staff members celebrate these accomplishments regularly. Our district is located in a rural area, so many students ride the bus to and from school each day. We educate students from varied backgrounds, including those who have much and those who have little. We celebrate students’ abilities and help them to learn to live with challenges and disabilities to become productive citizens of our community.

Bob Callies Elementary School has one hundred sixty students in Kindergarten through grade six, as well as twenty-four preschool-age students. Our preschool program is one that accepts students with disabilities first, then others on a first-come, first-served basis. We serve students with disabilities from three surrounding districts as well as our own. We have found that once students are here for preschool, they tend to stay! We currently have a student population that is quite large in special education needs, including deaf education, emotional disturbance, educable mental handicaps, learning disabilities, physical impairments, and speech/language needs. We practice inclusion with our students with special needs and find positive outcomes for both students with and without disabilities. We teach character education through our discipline program and our staff members constantly model appropriate behavior. Our teachers have high expectations for students’ behavior and academics, and our students have risen to these challenges. Our school has tremendous support in the community from those who have school-aged children as well as those whose children have grown. We attribute much of our success to this support.

Our school is continually searching for opportunities to enhance the regular curriculum. We have an active Artist in Residency program to bring varied art experiences, such as pottery, Missoula Children’s Theater, etc., to our students. We are active in celebrating the 200<sup>th</sup> anniversary of the Lewis and Clark Expedition, which was so vital to our area. Lyceums and traveling modular programs, like Skylab, enhance our science and social studies curriculum.

Our teachers are extraordinary at Bob Callies Elementary School. We have some teachers who have been here for decades. These teachers have not allowed themselves to become stale, but model life-long learning, always pushing for self-improvement. We have other teachers who are relatively new to the educational profession and are energetic and well-prepared for the realities of teaching. Our school has a feeling of family, with teachers often instructing children of their former students. In a small town, many people are related, so the sense of community is very real. The paraprofessionals provide support for our students with special needs and work as a team with the teachers to implement activities toward each student’s individual education plan goals.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. **Meaning of school's assessment results in reading and mathematics**

Our students have historically tested very well in both mathematics and language arts. The CTBS test was given to fourth graders in March of each year. Information on the state assessment system may be accessed at <http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm>. Our school is very small, typically having only one class per grade. Thus, subgroups were not usually disaggregated as they would not be statistically valid. The state performance levels are set at certain "cut scores" and each proficiency level is based on meeting or exceeding these cut scores. We have consistently remained at or above the numbers determined by the state of North Dakota to determine adequate yearly progress. Each year's actual percentages of students who are proficient or advanced vary, as different students are tested each year. Tables 1 and 2 at the end of this document provide specifics of these test scores.

In the school year 2001-02, 26 students tested in our fourth grade. Of those students, 88% scored at or above basic in reading and 92% scored at or above basic in math. 76% scored at or above proficient levels in reading and 69% scored at or above proficient levels in math. We were especially pleased to note that 19% of the students in fourth grade scored at advanced levels in reading and 26 % scored at advanced levels in math.

Twenty-nine students tested in our fourth grade in the school year 2002-03. We were again pleased with our students' results. 79% of these students scored at or above basic in reading and 93% scored at or above basic in math. 69% scored at or above proficient levels in reading and 72% scored at or above proficient levels in math. Scoring at advanced levels were 13% in reading and 27% in math. During this year, our population of students qualifying for free or reduced lunch was large enough to be disaggregated. The numbers for this population of students was very similar in results.

In the school year 2003-04, 16 students tested in our fourth grade. 100% of these students performed at or above basic levels in reading and 93% of these students performed at or above basic in math. 87% scored at or above proficient in reading and 87% scored at or above proficient in math. We were thrilled to discover that 31% scored at advanced levels in reading and 56% scored at advanced levels in math.

Our scores are very similar to those of other fourth graders taking the CTBS tests in North Dakota. The exception that we note is that a higher percentage of our students consistently score at proficient and advanced levels in mathematics than other North Dakota fourth graders. We are very proud of our students' performance in all areas, but especially in the area of mathematics.

### 2. **How the school uses assessment data to understand and improve student and school performance**

Teachers and administration work closely with all types of assessment data to understand and improve student and school performance. Traditionally our state assessments were given in the spring of the year and only to students in grade four at the elementary level; thus, information was received from the testing company in the summer when students are not in school. The information was useful, but not timely; nor was it available to all students. Teachers used results sparingly and made reference to them only as one tool for gathering data about students. Our state has now elected to test students in the fall of the year, so that we may receive testing data during the same school year so that it may be of more use. Also, in accordance with No Child Left Behind, we test students at grades three, four, five, and six. At Bob Callies Elementary School, we rely heavily on teacher observations and classroom assessments to gauge how students are performing and how to best meet their individual needs. Teachers often present pre-tests of material so they know which areas to focus upon during instruction of the subject matter. Weekly tests in several subject areas allow teachers to keep a close eye upon students' progress and to know whether reteaching of content matter is necessary. Our math program uses Saxon math materials, which we have found provides great tools for assessment for placement into appropriate levels of

instruction in math. Our school incorporates Reading Counts materials into our curriculum, and this program includes testing for lexile reading levels which provides immediate feedback about a student's progression in reading.

Last year, our school incorporated Northwest Evaluation Association's Measures of Academic Progress (MAP) testing. These tests are given at grades 2-6 and are all computer generated. They test in the areas of reading, language arts, and mathematics. Students are given these tests in the fall and again in the spring to determine growth. Feedback is immediate, which is very helpful to teachers. The test scores are broken down into different areas of reading, language arts, and mathematics, so that teachers can see strengths and weaknesses of students even within a subject area. We have gone over the data so that teachers may use this for grouping students during instruction of these subject areas and have made our groups flexible. For example, Student A may be strong in mathematics computations but weak in geometry, while Student B is strong in mathematics computations and average in geometry. Teachers would place Students A and B in the same group for instruction in computations but not in geometry. We have found this tool to be of high use.

### **3. How the school communicates student performance to parents, students, and community**

We try to communicate student performance to parents, the students, and the community in a variety of ways. We hold parent-teacher conferences twice a year, once in the fall and again in the early spring, to discuss students' progress with their parents. Some teachers ask the students themselves to run their conferences, providing great opportunities for parents, students, and teachers to work as a team in the child's education. During conferences, daily work, classroom assessments, behavior and work habits, and other assessments, including state mandated assessments, are discussed.

Another way to communicate with parents about student performance is with letters providing feedback about state testing and NWEA MAP testing (as described earlier in this document). We try to explain the testing printouts of scores in meaningful language so that parents understand the test results.

We also share information about student performance with our local newspaper. They are very supportive of our educational system in Garrison, ND, and often seek information about our students' progress throughout the year. They run articles about our students' progress as compared with others in our county, state, and nationally. The local newspaper covers special academic events attended by the students, such as math meets, spelling bees, Student of the Month assemblies, and so on. They help us in our efforts to communicate how well our students are doing to all members of community.

This year we have added parental access to students' grades via an online reporting system called Power School and Power Grade. Parents may track students' progress from home and see their children's entries into the teachers' grade books. It has opened communication opportunities about how teachers are grading and what is graded at each level.

We have a monthly newsletter called the "Super Trooper" that goes home to communicate with parents what is happening in each classroom school-wide. Students often write articles chronicling events in their classrooms the preceding month. This is compiled into one newsletter. The local library has copies available and it is very popular reading with many citizens of our community.

### **4. How the school shares successes with other schools**

Our school has shared and will continue to share its successes with other schools in several ways. The elementary school principal attends monthly meetings with other elementary principals in the county to share ideas and obtain feedback about curriculum, instruction, and assessment. Elementary teachers gather at grade level meetings held in our county as well to discuss items of similar nature. District superintendents from our county also meet on a regular basis to discuss changes and needs shared by our schools. Administration and faculty attend conferences annually to share ideas and learn from other schools, not only in our state but nationally.

Our school participates in a county-wide consortium in which many decisions are made concerning assessment and instruction. All schools in McLean County, North Dakota, including ours, participate in the NWEA MAP testing (as outlined earlier in this document). We participate in the Joint Powers Agreement called the Missouri River Educational Cooperative to join other districts for staff development, curriculum enhancement, and Power School programs. We are also involved in curriculum mapping, which allows teachers in other districts to view our curriculum to find new or different ways of teaching



subject matter, resources used by other schools, and timelines of which curriculum matter is taught.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Description of curriculum**

Our school's curriculum consists of reading, language arts, mathematics, social studies, science, art, computers/keyboarding, physical education, and music. We try to align our instruction with North Dakota state standards in all areas, as well as incorporate subject matter specific to our students' needs.

Reading: All students in grades K-6 have designated reading classes. In the primary grades the focus is on learning to read. In the intermediate grades, the focus is on reading to learn. We want to engage our students in reading curriculum materials as well as reading for pleasure, so that we can help develop life-long readers who enjoy books.

Language Arts: All students in grades K-6 have English and grammar lessons. Beginning in the middle of first grade and continuing through sixth grade, all students have weekly spelling lessons and tests. Writing is integrated throughout subject areas, although semantics and sentence structure are among skills specifically taught. We are working to improve our language arts department in our school and have a committee who are researching materials that would best serve our students' needs.

Mathematics: All students in grades K-6 receive daily math instruction. We use the same curriculum series to provide sequential instruction throughout the elementary school. This series continues into high school levels, so it is very consistent throughout our district. Our teachers believe this series meets the North Dakota state standards very well and need only fill in with supplemental materials in math on occasion.

Social Studies: All students in grades K-6 are instructed in social studies, including geography and history. We purchased new curriculum materials last year upon research by the teachers and administration for a series that would best meet the state standards and our students' needs. North Dakota history is taught at the fourth grade level. Our teachers bring history to life, employing several methods to make learning social studies enjoyable.

Science: All students participate in science lessons in grades K-6. Our teachers use a variety of materials, following the state standards to ensure that lessons are sequential from grade to grade. Many science experiments occur almost daily, as most of our teachers have taken a "hands-on" approach to teaching this content area.

Art: Our classroom teachers integrate art into their regular lessons. Some plan specific art times; others assign creative projects for their students to complete in the other content areas. The hallways and walls of the classroom are covered with our students' creativity.

Computers/Keyboarding: We are fortunate to have two computers in every classroom, as well as a computer lab with enough computers for each child to sit at a computer in the lab when a class uses it, without having to share with another student. We have traditionally begun keyboarding instruction in third grade, but due to decreased class sizes, we have started "pre-keyboarding" with first, second, and third graders this year. Classroom teachers often utilize the lab for completing class projects using technology. Our students also use computers to take quizzes after reading books, using the "Reading Counts" program.

Physical Education: All students take part in physical education two or three times per week. We have a certified teacher who provides instruction in our gym. Our classes are geared toward fitness and helping children find some physical activity that they could continue throughout their lives.

Music: We have a strong music program at Bob Callies Elementary School. All students in grades K-6 receive vocal music instruction two or three times per week. In addition, students in grades five and six may elect to learn an instrument and participate in band two or three times per week. These music directors prepare students for performances at two major concerts each year, as well as local and regional music contests.

### **2a. Reading Curriculum**

Bob Callies Elementary School uses different reading instructional materials for primary grades and intermediate grade levels. Our primary grades (Kindergarten through second grade) use the Harcourt Brace Signatures series (copyright 1999) for the bulk of our reading instructional materials.

The teachers supplement these materials with other resources geared specifically for their grade levels as deemed necessary for students, as well as to bridge gaps in the series as determined by our North Dakota state standards. Our upper grades (fourth through sixth) use a “novel” approach, studying great literature and incorporating reading skills into the literature, as well as using the Harcourt Brace series and other materials to supplement reading instruction. Third grade typically bridges both approaches to help ease the transition from “learning to read” in primary grades to “reading to learn” in intermediate grades. We have incorporated the “Reading Counts” program into our elementary school as supplemental reading for pleasure. This program allows students to test on a computer to determine appropriate reading levels. They then choose books at their level and of their individual interests. They read the books and take quizzes to earn points. We host several individual, class, and school-wide competitions based on points earned, numbers of books read at appropriate levels, and percentages obtained on quizzes.

We take several approaches to reading, because we know that students learn differently. We utilize research-based strategies such as whole group, small group, and individual instruction, guided and shared reading methods, and the use of high-interest trade books. We utilize a whole-group approach to allow students who are not functioning at grade level to hear fluent reading and vocabulary that is grade-level and age-appropriate. We utilize small-group instruction to allow teachers to teach at students’ varying levels of performance, so that we can minimize frustrations and optimize successes. We use individual instruction for intense teaching of concepts and skills that students may have missed during previous lessons or times in their education, as well as to help those students who are reading above grade level continue to increase in skills. We find that guided reading provides support for all readers at their reading levels. Shared reading techniques build confidence and teamwork in our students, by allowing them to help each other. High interest trade books are used to develop life-long readers who enjoy reading books even outside of the classroom, as well as to introduce reluctant readers to the enjoyable aspects of reading. Our reading curriculum materials are aligned with our state standards, but we are not rigid in focusing only on those designated at grade level; we take students where they are performing and try to increase their performance levels. Teachers utilize a curriculum mapping program on the computer as a check for lessons that teach grade level standards and concepts.

We are fortunate to have a targeted-assistance **Title I Program**, with a pull-out model in place. Our Title I teacher takes small groups of students at all grade levels for a given amount of time several times per week to help students who are struggling or at-risk of failing in reading. **The Title I Program** continues remediation for students with a summer program each year.

### 3. **Mathematics Curriculum**

Our mathematics curriculum is one we are very proud of. We consistently score above average on state-mandated tests in math. We attribute this fact to our consistency in instructional materials, as well as excellent teachers. We use the Saxon math series as our primary mathematics instructional materials for grades Kindergarten through six in our school. We have found that the consistency of routine, from the math meeting in the primary levels, the short presentation of new material, guided practice, individual practice, and weekly tests to check for progress, is very beneficial to our students. Our teachers have found that these materials provide excellent coverage of our state standards. We believe that the way Saxon publishers have integrated different skills into each lesson, practicing previously learned skills as well as newly acquired skills, is helpful to prevent loss of learning. It also prepares students for testing situations, where one question may be about addition and the next about geometry.

### 4. **Different Instructional Methods Used to Improve Student Learning**

Our teachers use a variety of instructional methods to improve student learning. Depending upon the goal of each lesson, teachers vary their instructional methods daily, hourly, and even by the minute! Sometimes the lecture method is appropriate, when teachers need to convey a great deal of information in a small amount of time. Often teachers will employ more hands-on methods, where students may discover answers to problems themselves with small amounts of guidance from the

teacher. Cooperative learning is encouraged and utilized often in our classrooms; we believe that this teaches students to work together to solve problems and that many times better outcomes come from more people working on a project. Individual research is also utilized, even at the youngest of levels. Students use the computer, library, and classroom resources to discover interesting things.

We offer “Homework Help” time after school for all grade levels. This provides more individual help for those who choose to take part in our program. We also offer before school “Early Bird” program for the same reasons. Although not every student or every teacher participates, we are excited to watch our daily numbers of participants grow.

## 5. Professional Development Program and Impact

Professional development at Bob Callies Elementary School is two-fold. First, several dates are set aside each school year for in-service trainings for teachers and paraprofessionals on a variety of topics. These are usually determined in the year prior based on input from staff members, test scores, and our School Improvement plan. These have included motivational speakers, discipline program education, language arts and writing instruction, and the use of rubrics in classrooms. Second, staff members can request at any time to attend a workshop or training that they feel would be beneficial to themselves as educators and their students as learners. These are approved by the building principal and/or superintendent, and must meet the criteria of bettering our school and student achievement. We have had several staff members attend various trainings on such topics as bullying, classroom management, differentiated instruction, and instructional methods in content areas.

Our professional development plan is in a “redevelopment” stage at this time. We are looking at our data for our state school improvement process and determining what areas our staff needs to improve in order to improve student achievement. We cooperate with other schools in our county to provide in-service training for our teachers and staff before school starts, and next year we will be training about classroom management techniques. Implementation of improved techniques for classroom management will increase students’ time-on-task, therefore increasing academic achievement.

# PART VII - ASSESSMENT RESULTS

**Table 1**  
***No Child Left Behind - Blue Ribbon School***  
**Grade 4 Reading**

## State Tests

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES</b>			
% At or Above Basic	100	79	88
% At or Above Proficient	88	69	77
% At Advanced	31	14	19
Number of students tested	16	29	26
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
Economically Disadvantaged			
% At or Above Basic	*	67	*
% At or Above Proficient	*	50	*
% At Advanced	*	17	*
Number of Students Tested	<10	12	<10

<b>STATE SCORES</b>			
% At or Above Basic	96	93	92
% At or Above Proficient	81	74	74
% At Advanced	23	21	21

**Table 2**  
***No Child Left Behind - Blue Ribbon School***  
**Grade 4 Math**

**State Tests**

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
<b>SCHOOL SCORES</b>			
% At or Above Basic	94	93	92
% At or Above Proficient	88	72	69
% At Advanced	56	28	27
Number of students tested	16	29	26
Percent of total students tested	100	100	96
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>SUBGROUP SCORES</b>			
Economically Disadvantaged			
% At or Above Basic	*	83	*
% At or Above Proficient	*	58	*
% At Advanced	*	25	*
Number of Students Tested	<10	12	<10
<b>STATE SCORES</b>			
% At or Above Basic	92	87	86
% At or Above Proficient	65	58	56
% At Advanced	23	20	19

\*Demographic Subgroups were not reported for those containing fewer than ten individuals. Our school is comprised of 47% qualifying for free or reduced lunches. Our class sizes are often too small to be statistically accurate when breaking down by race, ethnicity, or income.